

# TEACHING VOCABULARY THROUGH BIG BOOK TO STUDENTS OF PAUD SANTA MARIA RATU ROSARI

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**Abstract:** The purpose of this research is to find out whether or not the use of big book in teaching vocabulary to group B students of PAUD Santa Maria Ratu Rosari in academic year 2015/2016 effective. This research was a pre-experimental study. The sample of this research was a group B student that consists of 8 students. The data were collected from pre-test and post-test. Based on the result calculation of *t*-test, it was found that *t*-value is 8.29. It indicated that the alternative hypothesis which said “teaching vocabulary through big book is effective” was accepted. The effect size of the treatment was 1.58 which categorized as high. Therefore, it can be concluded that teaching vocabulary through big book to group B students of PAUD Santa Maria Ratu Rosari in academic year 2015/2016 is effective and gives high effect on students’ vocabulary achievement.

**Keywords:** Teaching Vocabulary, Big Book, Pre-Experimental Study

**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan buku besar dalam mengajar kosakata kepada siswa kelompok B PAUD Santa Maria Ratu Rosari tahun ajaran 2015/2016 efektif atau tidak. Bentuk penelitian ini adalah penelitian pra eksperimen. Sampel penelitian ini adalah siswa kelompok B yang terdiri dari delapan siswa. Data-data dikumpulkan melalui *pre-test* dan *post-test*. Berdasarkan hasil perhitungan uji *t*, didapatkan bahwa nilai *t* adalah 8.29. Hasil tersebut mengindikasikan bahwa hipotesis alternatif yang menyatakan “mengajar kosakata melalui buku besar efektif” diterima. Pengaruh besarnya perlakuan adalah 1.58 yang mana dikategorikan tinggi. Oleh karena itu, dapat disimpulkan bahwa mengajar kosakata melalui buku besar kepada siswa kelompok B PAUD Santa Maria Ratu Rosari tahun ajaran 2015/2016 adalah efektif dan memberikan pengaruh yang tinggi dalam pencapaian nilai kosakata siswa.

**Kata Kunci:** Mengajar Kosakata, Buku Besar, Penelitian Pra-Eksperimen

Vocabulary is obviously an essential element within a language. In acquiring a language, vocabulary, as one of the knowledge areas in language, plays a great role for young learners (Cameron, 2001). As O'Rourke (1974) cited in Spraggins (1986) stated that vocabulary development is a vital part of each student life. It affects his thoughts, actions, aspirations, and often his success. In general, success with words means success in many areas, particularly in academic achievement. According to the explanations above, it is clear that

vocabulary becomes the basic element to master the language skills, namely listening, speaking, reading, and writing. Without having adequate vocabulary, learner will not be able to master the language skills. So, vocabulary mastery has important role in communication.

In Indonesia, English is taught as a foreign language. Based on the Decree of Minister of Education and Culture (*Surat Keputusan Menteri Pendidikan dan Kebudayaan*) 060/U/1993 states that English is possibly taught to the fourth grade students as a local content. Then, the Regulation of the Ministry of National Education Number 23 of 2006 about the standard competency of education level of elementary school where it explains that English is one of the subject matters that has to be achieved by students.

Based on the regulations above, it is clear that the teaching of English for young learners is also required before elementary school especially for Early Childhood Education (*Pendidikan Anak Usia Dini*) level. In addition, based on the Regulation of the Ministry of National Education Number 58 of 2009 about Early Childhood Educational Standard (*Standar Pendidikan Anak Usia Dini*), particularly about level achievement of students' development of 4 to 6 years old stated that students can understand the story telling (*menerima bahasa*) and they can mention the words that they know and they hear (*mengungkapkan bahasa*). That is why, English is taught on early childhood education level to build the readiness of English as a foreign language to enter the next level education. Moreover, most of the primary schools in Pontianak had been taught English at first grade. Thus, the teaching of English on PAUD in Pontianak city is not a new thing. Teaching vocabulary for young learners means introducing English as a foreign language, guiding the students to know the meaning and how to pronounce of that new word, and also helping the students to how to use it in their daily activity.

Based on Seefeldt and Barbour (1998) cited in Morrow (2007), the following are describing developmental characteristic from five to six years old based on social, physical, emotional and cognitive aspect of child: (1) Physical: Well controlled and constantly in motion, often rides a bicycle, as well as a tricycle. Can skip with alternating feet and hoop, can control fine motor skills, has establish handedness well, can dress but may still have problem and at six begins to lose teeth. (2) Social: Becomes very social and be self-sufficient, persists longer at a task, begin to conform, craves affection, refines sex role, becomes clothes-conscious, play with two or three friends often for just a short time only then switches play groups and by age six, becomes very assertive often bossy, dominating situation and ready with advice. (3) Emotional: Learns right from wrong, continues to develop sense of humor, new tension appear, accepts rules, at age five begins to control emotion, quarrels frequently but quarrels are of short duration and may becomes a tattletale. (4) Cognitive: Begins to recognize conservation of amount and length, Becomes interested in letters and numbers, knows most colors, recognizes own space and can move independently in familiar territory.

Whatever characteristics development the students have, young learners are very special on each stage. By knowing the young learners' developmental

characteristics of five to six years old, teachers become easier how to handle, interact and teach them during the learning process run.

Theories about how young learners learn a language tends to change all over the time. Some experts believe that young learners learn language by the help of adults and by imitation of one doing. Other experts believe that social and cultural influence on children language development. By understanding young learners' language development, teachers are expected to maximize every little thing that support and encourage the students' ability on learning English as a foreign language.

Teaching English for young learners is different from adults. To start with, vocabulary can be the first thing should be taught in the classroom. As Wilkins says without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Wilkins in Thornbury, 2002). The learning of foreign vocabularies comes along with the learning of first language. Therefore in teaching foreign language, the teachers have to take into account the first language background (Cameron, 2001). Young learners start learning words by naming objects. Thus, nouns are usually introduced earlier than other parts of speech.

Teaching vocabulary for young learners through textbook tends to make learners bored and do not get full attention in the classroom. But, teachers should not allow the students to ignore the knowledge about literacy on early childhood. It is important to create a joyful activity in teaching process in order to get the learners' attention. One of the efforts to make teaching learning process becomes more enjoyable and fun is teaching English through media. A medium can be used to send message from the sender to recipient, in this context is from teacher to students.

In accordance with the statement before, one of the media that can be used for teaching vocabulary is big book. Strickland and Morrow (1990) cited in Nambiar (1991) state that big book is magnified or enlarged versions of children's books, usually narrative and are considered to be one of the most effective ways of getting young children involved with print. Yaacob and Pinter (2008) explored what happen in the second language classroom when traditional textbook was put away and replaced by big books. Their finding shows that teaching through big book to the students at the aged of 7 - 8 has increased the students' interest and motivation and also have improved the students' ability in initiating a discussion, asking questions and making spontaneous comments about the story.

Big book is an enlarged version of children's books, usually narrative and is considered to be one of the most effective ways of getting young children involved print (Strickland & Morrow, 1990 cited in Nambiar, 1991). Then, Colville and O'Connor (2006) also define that big book is described as large format book with big print texts and illustrations that are highly visible for learners as the teachers read it to the entire class.

A big book is appropriate for preschoolers and for children in the primary grades. It also becomes one of the various book that scaffold young learners who are not yet reading. Long before young learners can actually read a book, they often "read" the illustration of a big book or memorized the rhyme or words to themselves (Novick, 2002, p.89). Furthermore, Morrow (2007) stated that

experiences with literature can lead young learners to use contextual print and illustrations to recognize that words have meaning. The illustrations of big book can also help young learners to figure out what a word says.

## METHOD

In order to investigate whether the use of big book effective or not on teaching vocabulary for young learners, the writer used an experimental research especially a pre-experimental research as a research method. A pre-experimental research is the least effective of experimental research design which provides either no control group or no way of equating the groups that are used. However, pre-experimental research designs are easy, useful ways of getting introductory information on research questions. They are often used in preliminary research to provide direction and focus for further research using experimental designs, or when circumstances exclude more controlled research design (Tavakoli, 2012, p.484). The design of this research is one group pre-test and post-test design. One group pre-test and post-test design is a research procedure that has no control or comparison group. According to Ary, Jacobs and Sorensen (2010, p.303), one group pre-test and post-test design involves three steps (1) administering a pre-test measuring the dependent variable; (2) applying the experimental treatment *X* to the subjects; and (3) administering a post-test.

One group pre-test and pos-test design is represented as follows:

**Table 1**  
**One Group Pre-Test And Pos-Test Design**

$O_1$	<i>X</i>	$O_2$
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(Adapted from Cohen, Manion & Morrison, 2000, p.213)

The application of pre-test, treatment, and post test can be illustrated as follow: (1) Pre-test ( $O_1$ ) is administrated to measure the students' mean score on vocabulary achievement before giving the treatment. (2) Apply the treatment (*X*) in teaching vocabulary through big book. (3) Apply the post-test ( $O_2$ ) to measure the students' mean score on vocabulary achievement after giving the treatment. (4) Then, compare the pre-test ( $O_1$ ) and post-test ( $O_2$ ) to determine the students' interval score of pretest and post-test. (5) Apply *t*-test formula to find out whether or not the big book effective to be used in teaching vocabulary. 5) Apply ES formula to find out how effective the use of big book in teaching vocabulary.

The population of this research was the students of group B of PAUD Santa Maria Ratu Rosari Pontianak Barat in academic year 2015/2016. The sample of this research was taken from the total number of population. There are 8 students at group B, which consists of 2 females and 6 males.

In collecting the data of this research, the writer used measurement technique. The measurement technique would be applied to measure the students' achievement on vocabulary. The test would be conducted twice. First, pre-test would be conducted to collect the data to find out the baseline scores and the pre condition of the students' vocabulary achievement before giving the treatment. Second, post-test would be conducted to collect the data after giving the treatment.

Based on the technique of data collecting above, the writer decided to measure the students' vocabulary achievement through a set of oral test as a tool of data collecting. The oral test that would be use here was picture-cued task. Picture cued task is one of the more popular way to elicit oral language performance (Brown, 2004). The recorder was also used during the process of the tests in order to record the students' answer besides students' individual scoring table.

After collecting the data, the writer analyzed the data by the following procedures:

1. Analysis on the students' individual score of pre-test and post-test.

$$X = \frac{\Sigma s}{Max} \times 100$$

Where:

$X$  = Student's individual score

$\Sigma s$  = Sum of student's score

$Max$  = Score Maximum (20 based on scoring table)

(Adapted from Gronlund, 1977, p.123)

2. Analysis on the students' mean score of pre-test and post-test.

$$\bar{X} = \frac{\Sigma x}{N}$$

Where:

$\bar{X}$  = The students' mean score

$\Sigma x$  = Sum of students' individual scores

$N$  = Number of students

(Adapted from Best, 2006, p.359)

3. Analysis on the students' interval score of pre-test and post-test.

$$\bar{D} = \bar{X}_2 - \bar{X}_1$$

Where:

$\bar{D}$  = The interval score of pre-test and post-test

$\bar{X}_1$  = The mean score of pre-test

$\bar{X}_2$  = The mean score of post-test

(Adapted from Hatch & Farhady, 1982, p.148)

4. Analysis on the students' significance of interval score of pre-test and post-test.

Then,  $t$ - test formula is used to analyze the significance of the treatment.

$t$ - test is calculated by the following formula:

$$t = \frac{Md}{\sqrt{\frac{\Sigma d^2}{N(N-1)}}}$$

Where:

$t$  = the  $t$ -value for correlated means

$Md$  = the mean deviation of pre-test and post-test

$\Sigma d^2$  = The total amount of deviation square

$N$  = The number of the students

(Adapted from Hatch & Farhady, 1982, p.150)

5. Analysis on the effectiveness of the treatment.

$$ES = \frac{\bar{X}_2 - \bar{X}_1}{S}$$

Where:

ES = Effect size  
 $\bar{X}_2$  = Mean Score of post-test  
 $\bar{X}_1$  = Mean Score of pre-test  
S = Standard deviation

(Adapted from Cohen, Manion & Morrison, 2007, p.521)

The result of the effect size formula can be classified as follows:

**Table 2**  
**Criteria of Effect Size (ES)**

Values	Effect
$0 < ES < 0.2$	Low
$0.2 < ES < 0.8$	Moderate
$ES > 0.8$	High

(Adopted Cohen Manion & Morisson, 2007, p.521)

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

To answer the research questions, the writer analyzed the data from pre-test and post-test. Then, the writer started the analysis by the following steps:

1. Analysis on the Students' Individual Score of Pre-test and Post-test

**Table 3**  
**Students' Individual Score of Pre-test and Post-test**

Students' Number	Pre-test ( $X_1$ )	Post-test ( $X_2$ )
1	75	90
2	50	70
3	70	80
4	80	100
5	85	100
6	65	90
7	65	90
8	90	100

2. Analysis on the Students' Mean Score of Pre-test and Post-test

The calculations of students' mean score of pre-test and post-test can be seen as follows:

- a. Students' Mean Score of Pre-test

Based on the result of data calculation, it was found that the total score of students' individual score of pre-test was 580. The students' mean score of pre-test is calculated as follow:

$$\bar{X}_1 = \frac{\sum X_1}{N} = \frac{580}{8} = 72.5$$

The result showed that students' mean score of pre-test was 72.5 and it was considered "average to good".

b. Students' Mean Score of Post-test

Based on the result of data calculation of post-test, it was found that the total score of students' individual score was 720. The students' mean score of post-test is calculated as follow:

$$\bar{X}_2 = \frac{\sum X_2}{N} = \frac{720}{8} = 90$$

The result showed that students' mean score of post-test was 90 and it was considered "good to excellent".

3. Analysis on the Students' Interval Score of Pre-test and Post-test

The students' interval score of pre-test and post-test was calculated as follow:

$$\bar{D} = \bar{X}_2 - \bar{X}_1 = 90 - 72.5 = 17.5$$

Based on the result calculation above, it was found that there is an increasing score between students' mean score of pre-test and post-test. The mean score of post-test was higher than the mean score of pre-test.

4. Analysis on the Students' Significance of Interval Score of Pre-test and Post-test

a. Mean Deviation of Pre-test and Post-test

The mean deviation of pre-test was calculated as follow:

$$Md = \frac{\sum d}{N} = \frac{140}{8} = 17.5$$

Based on the calculation above, it was found that the mean deviation of pre-test and post-test was 17.5.

b. Total amount of Deviation Square

After having the result of mean deviation of pre-test and post-test, the writer calculated the total amount of deviation square. The calculation of total amount of deviation square was described as follow:

$$\begin{aligned} Xd &= \sum d^2 - \frac{(\sum d)^2}{N} \\ Xd &= 2700 - \frac{(140)^2}{8} \\ &= 250 \end{aligned}$$

Based on the calculation above, it was found that the total amount of deviation square was 250.

c. Analysis on Students' Significance of the Interval Score of Pre-test and Post-test

After calculating the mean deviation score and the total amount of deviation square, the writer would analysis the students' significance of the interval score of pre-test and post-test to find out whether or not the Big Book effective in teaching vocabulary. The significance of the interval score of pre-test and post-test is calculated by using *t*-test formula:

$$t = \frac{Md}{\sqrt{\frac{Xd}{N(N-1)}}}$$

$$t = \frac{17.5}{\sqrt{\frac{250}{8(8-1)}}}$$

$$= 8.29$$

Based on the calculation above, it was found that the result of significance of interval score of pre-test and post-test ( $t$ -value) was 8.29 whereas the degree freedom of 7 which was significant at level 0.05. The writer found out that the  $t$ -value (8.29) was higher than  $t$ -table (2.365).

5. Analysis on the Effectiveness of the Treatment

a. Analysis on Standard Deviation of Pre-test

The calculation of standard deviation of pre-test was described as follow:

$$S_1 = \sqrt{\frac{\Sigma(X_1 - \bar{X}_1)^2}{N}}$$

$$S_1 = \sqrt{\frac{1150}{8}}$$

$$S_1 = 11.98$$

Based on the calculation above, it was found that the result of standard deviation of pre-test was 11.98.

b. Analysis on Standard Deviation of Post-test

Standard deviation of post-test was calculated as follow:

$$S_2 = \sqrt{\frac{\Sigma(X_2 - \bar{X}_2)^2}{N}}$$

$$S_2 = \sqrt{\frac{800}{8}}$$

$$S_2 = 10$$

Based on the result calculation above, it was found that the standard deviation of post-test was 10.

c. Analysis on the Result of Standard Deviation

The standard deviation between pre-test and post-test was calculated as follow:

$$S = \sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2}}$$

$$S = \sqrt{\frac{(8 - 1)11.98^2 + (8 - 1)10^2}{8 + 8 - 2}}$$

$$S = 11.03$$

Based on the calculation above, the result of the standard deviation between pre-test and post-test was 11.01.

d. Analysis on Effect Size

To obtain the degree of effectiveness of the treatment, the writer used the effect size formula. The computation can be seen as follow:

$$ES = \frac{X_2 - X_1}{S}$$



$$ES = \frac{90 - 72.5}{11.03}$$

$$ES = 1.58$$

Based on the computation above, it was found that the result of calculation was 1.58. Based on the Cohen's Criteria, 1.58 was higher than 0.80 which was categorized as high.

From the result of computation, it is obtained that the test of significance has indicated a significance difference. The calculation of *t*-test indicates 8.29. The *t*-test at 0.05, with degree of freedom ( $N-1; 8-1 = 7$ ) is 2.365. It can be interpreted that the treatment had increased the students' score. It can be concluded that the use of big book in teaching vocabulary was effective. Therefore, the null hypothesis ( $H_0$ ) which said "teaching vocabulary through big book to group B students of PAUD Santa Maria Ratu Rosari is not effective" was rejected. Moreover, the alternative hypothesis ( $H_A$ ) which said "Teaching vocabulary through big book to group B Students of PAUD Santa Maria Ratu Rosari is effective" was accepted.

## Discussion

In this research, the writer has conducted two treatments in teaching vocabulary through big book. In the first treatment, she found that students were involved in the learning process vigorously. The big book could then help students learning vocabulary very well. The students welcome the media and enjoyed it, many questions were asked by them when the Big Book was displayed in front of the class. This activity stimulated their curiosity to answer some questions that provided by teacher. They really enjoyed it. But still, in the first meeting some students did not focus when the big book was show up and teacher should tried to get their attentions hardly. In this meeting the teacher introduced the big book, read the story briefly and mentioned some vocabularies together enthusiastically.

In the second treatment, the writer found that the students were active during the process of learning through big book. They could answer short questions, asking questions, guessing what might happen next from the story and gave much attention when the story was read. The children repeated the story aloud after the teacher. Furthermore, because of the size of the book, it was not hard to catch and comprehend the story based on the illustration. They knew what the point of the story was and were easier to memorize the name of animal through reading the big book in front of them.

Based on the treatments previously, the writer found that big book provided interaction between teacher and students in the classroom. As Cameron stated that children construct knowledge through interaction with adults (2001, p.6). They can learn language by reading stories and asking question with the help of adults. During the process of the treatment, the writer found that students were active as the learning process run by answering teacher's questions, predicting the story and asking some questions related to big book. Those activities showed there were interactions occurred between teacher and students, so that students could construct their knowledge.

Furthermore, she found that within big book the teacher was easier to get all students' concentrate than using normal-size book and children could memorize

the vocabularies better through big book. As we know that students at the age of five and six years learn noun by using concrete teaching aids. Big book provided clear illustrations to show up in front of them. They could see some pictures of farm animal clearly on big book. By showing the pictures of farm animal, students know what the cow looks like, the horse looks like, whether the horse has two tails or not and so on. In line with this finding, Karges-Bone cited in Colville and O'Connor (2006) explained that big books have controlled vocabulary that helped with vocabulary learning. So that, big book was very useful and helpful in teaching vocabulary for young learners.

In line with the findings of the treatments above, this study showed that teaching vocabulary through big book is effective based on the results of statistical analysis. The explanations of the result of data analysis of pre-test and post-test were described and proved as follows: First, to investigate whether or not the use of big book to group B students of PAUD Santa Maria Ratu Rosari effective, the writer calculated the students' individual score of pre-test and post-test. Based on the result calculation of pre-test, it was found that the highest score was 90 and the lowest score was 50 which was the total number of students' individual score was 580. The mean score of pre-test was 72.5 which categorized as average to good. The post-test was administrated after giving the treatments and based on the result calculation of students' individual score of post-test, it was found that the highest score was 100 and the lowest score was 70 which was the total number of students' individual score was 720. The mean score of post-test was 90 which categorized as good to excellent.

After calculating the students' individual score, the writer calculated the interval mean score of pre-test and post-test. It was found that the interval of both mean score was 17.5 where the means score of post-test indicated that the students' performance in post-test was better than pre-test. In other words, there was an improvement of students' individual achievement from pre-test to post-test. Before determining the significance of the research, the writer should find out the mean deviation of pre-test and post-test and total amount of deviation square first. The mean deviation of pre-test and post-test was 17.5 and the total amount of deviation square was 250. Then, both of the results were put in t-test formula. The result of significance of the interval score of pre-test and post-test was 8.29. It could be interpreted that t-value (8.29) was bigger than t-table (2.365). This finding indicates that the treatments had increased the students' achievement on vocabulary mastery. It proved that teaching vocabulary through big book to group B students of PAUD Santa Maria Ratu Rosari in academic year 2015/2016 is effective.

Second, to find out "how effective the use of big book in teaching vocabulary to group B students of PAUD Santa Maria is", the writer should use Effect Size (ES) formula. Before implementing this formula, the writer calculated the standard deviation by finding out the standard deviation of pre-test and post-test first. Based on the result calculation, it was found that the standard deviation of pre-test was 11.98 and post-test was 10.

Then, the result of standard deviation also should be found out. Based on result calculation, the result of standard deviation was 11.01. The Effect Size (ES)

formula could be implemented to figure out how effective the treatment on teaching vocabulary through big book is. Based on the result calculation, the value of effect size was 1.58, higher than 0.80 ( $1.58 > 0.80$ ) and it was categorized as high. This finding indicates that teaching vocabulary through big book gives a high effect in the classroom.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Referring to research findings and data analysis on students' test results, the writer draws conclusion as follows: (1) The results of data analysis proved that there was a significant difference among the students' mean score of pre-test and post-test and the  $t$ -value or the significance of interval score between pre-test and post-test is bigger than  $t$ -table. It can be concluded that teaching vocabulary through big book to group B students of PAUD Santa Maria Ratu Rosari in academic year 2015/2016 is effective. (2) Based on the result analysis on effect size of the treatment, it was found that the effectiveness of the treatment was categorized as high. Therefore, it can be concluded that teaching vocabulary through big book to group B students of PAUD Santa Maria Ratu Rosari in academic year 2015/2016 high positive effect on learning vocabulary. (3) As the treatments were applied in the classroom, it can be concluded that big book provides mutual interaction between teacher and students. They become active learners in the classroom. This interaction constructs the students' knowledge with the help of teacher. Moreover, within big book children can learn vocabulary better than using normal-size book. They are easier to memorize the words that are given to them.

### **Suggestions**

Referring to the results of the research, the writer would like to provide some suggestions as follows: (1) It is suggested for the teacher to use big book in teaching vocabulary in a small group situation. (2) It is suggested for the teacher to use big book in teaching English as a foreign language for young learners who are not yet reading. (3) It is suggested for the teacher to choose simple and interesting title of big book in order to make the students easy to understand the meaning of the texts and to get the information from the illustrations. (4) It is suggested for the teacher not to ask the students to repeat the texts many times. Then, the teacher should introduce some important vocabularies on illustrations based on theme that are taught for them. (5) It is suggested for the next researchers to use a big book that provides same story for the treatments.

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